

Interviewing
PSCH 381 ~ Spring 2016
Tue & Thu 2-3.15P (BSB 281)
CRN: 27267

Professor

S. Bibiana Adames, PhD
Office: 3018A BSB
E-mail: sadames@uic.edu
Office hours: By appointment

Teaching Assistant

Natania Crane ~ ncrane3@uic.edu

Objectives

The objective of this course is to learn about the theories and practice of clinical/mental health interviewing. Specifically, this course will be focused on lectures, activities, role plays, and supervision to help you build and enhance skills necessary to conduct a clinical/mental health interview that allows you to develop an accurate sense of person's symptomatology, an appropriate perspective of their overall sense of well-being, and begin to formulate diagnostic impressions and treatment recommendations.

The lectures will be reviews of the material covered in your assigned readings. It's important that you complete your assigned readings before class to be able to fully participate in the class discussions, activities, role plays, and supervision. Bear in mind that this material isn't just relevant to this class, but it's your foundation for quality clinical/mental health services and ethical clinical/mental health practice.

Prerequisites

Students should already have credit for PSCH 242 and at least one of the following: PSCH 210, PSCH 231, or PSCH 312. If you do not have these prerequisites, you **WILL** be dropped from the course. It is your responsibility to ensure you are in compliance. It is University policy, and it will **NOT** make any exceptions.

Textbooks

Required: Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Clinical Interviewing (Fifth Edition)*. Hoboken, NJ: John Wiley & Sons, Inc.

Recommended: *Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition)*. (2013). Arlington, VA: American Psychiatric Association.

Publication Manual of the American Psychological Association (6th Ed.). (2009). Washington, DC: American Psychological Association.

Requirements

Readings & Lectures. The assigned readings will primarily be chapters from your textbook, which will be complemented by journal articles and other current publications as needed. You will also have to do some supplementary readings to add to your learning and practice of clinical/mental health interviewing skills.

Class Participation. This course requires you to be an active participant, which means that you should think about how various topics and issues considered in class apply to you, clients, people you work with, settings in which you function, and your professional development. Also, ask questions out loud—what works, what doesn't work, why, why not, what could be good or bad about points being made, what alternative views are not being considered. Part of professional development isn't just what we learn from readings and professors, but also from peers and how they approach situations they encounter.

To be an active participant regular attendance and punctuality are crucial. This is especially true in clinical/mental health practice, where performance expectations and standards are higher, given our responsibilities toward our clients and ethical standards. It's also particularly true for a class in which skill building and engagement in activities are key components.

You are expected to be respectful toward everyone present in the classroom, and to speak respectfully about any person or group of people being discussed during class or in assignments. Insults or any other type of derogatory attitudes will not be tolerated.

Assignments

Class Activities. Each week we'll spend time completing an activity that may involve both individual and group work. Some of the activities may entail role plays and feedback provided by other class members. At the end of class the written portion of the activity must be submitted with your name on it, or the name of all group members.

Reflection Journals. There will be three reflection journals due this semester, which are intended as opportunities for you to contemplate your experiences in the course up to that point, document these impressions, and receive feedback to facilitate your professional growth. These reflection journals should focus on the learning process and your progress as a clinical/mental health trainee, such as how your skills have been strengthened and/or challenged, acquired skills you have found particularly helpful, and/or skills you wish to enhance.

Journals are due by the beginning of class (no later than 2P) on their due date, must be submitted via Blackboard, must be a Microsoft Word file (not Adobe/PDF or any other format), and must conform to the following APA style requirements:

- Times New Roman 12 font
- 1 inch margins all around
- 3-4 doubled spaced pages

- Header on each page: first and last name in caps shifted all the way left, page number on same line shifted all the way right
- Title on first page: Journal No. 1, 2, or 3 (centered, bold)
- Indent first line of each paragraph
- Also consult Chapters 6 and 7 of APA Publication Manual for specific information about appropriate use of citations/crediting sources and the list of references.

Part of good and ethical clinical/mental health practice is your ability to adhere to standards and requirements. If your journal isn't submitted on time, isn't formatted as specified above, and doesn't follow the specific instructions of focusing on the learning process, **you will NOT receive credit.**

Practice Interviews. You will conduct two practice clinical/mental health interviews. This means you will need to recruit a person you know (friend, relative, neighbor) to volunteer to role play as a client on two occasions (the person will be interviewed twice). These interviews will last about 30-40 minutes and will be recorded for reviewing later. I or a TA will monitor the recording of the interview from a separate room, and one of us will join you in the interview room for part of the time to provide you direct feedback on how well you are following appropriate procedures and applying clinical/mental health skills. After each interview you will have a brief supervision session with me or a TA to provide you immediate feedback about the overall process. During class we'll discuss general themes that emerged among all of you. You will also be responsible for completing a report based on these two interviews and following an outline that will be provided to you later this semester.

The goal is for you to approximate a real clinical/mental health interviewing experience. My hope is that this facilitates the learning process for you and allows you to be better prepared to conduct a real interview with an actual client, integrate the information you obtained, and prepare a report similar to the ones typically included in clients' clinical/mental health files. Please be mindful of the fact that, although we're practicing our skills, our volunteers may bring up their real life vulnerabilities and distress; and we must handle their lives and experiences with the utmost respect and consideration.

Case Presentation. Each of you will prepare and deliver a 5-10 minute case presentation to the class based on the interview report that you write. The purpose of this assignment will be to familiarize you with the process of synthesizing clinically/mental health relevant information, and sharing this information with other practitioners or professionals in a concise and coherent format.

Grading

- 5% Attendance
- 10% Case presentation
- 15% Class activities
- 15% Journals
- 15% Practice Interview 1 and supervision
- 15% Practice Interview 2 and supervision
- 25% Practice interview report

It will be your responsibility to keep track of your grades in Blackboard. If you have questions about a grade, please discuss this with me as soon as possible, and no later than the last week of classes.

You will be graded according to the grading criteria listed above. This criteria exists to ensure that students receive the grades they earn based on their performance and output, not based on the professor's random or subjective impressions. Do not ask to have your grade changed to the next highest grade at the end of the semester simply because you're just a few points away. Doing this would be unfair to the rest of the students. Ask yourself how you would feel if you discovered that an exception was made for another student, but not for you? Also, technically, all students are "just a few points away" from the next highest grade. To ask for a professor to consider changing grades would compromise the professor's ethics and integrity, and the ethics and integrity of the educational system.

Additionally, cheating or plagiarism in any form will not be tolerated. Plagiarism is the use or close imitation of the work and writing of another person without authorization, and the representation of another person's work as your own, such as not appropriately crediting or citing the original author. If it is determined that you have cheated or any work you submit has been plagiarized from other sources you will fail the course, and it will be recommended that a note of this be made in your permanent transcript. You are strongly encouraged to consult the APA Publication Manual to learn more about plagiarism, how to avoid it, and how to appropriately cite and reference works you will be using. You are welcomed to discuss with me or the TAs any concerns you have about plagiarism, as well as how to appropriately cite and reference works.

Miscellaneous

Electronic devices. Laptops, tablets, smart phones, or any other electronic devices are not allowed in class. Please come prepared to take notes by hand. A recent experiment showed that taking notes by hand resulted in better long-term learning compared to taking notes on a laptop: <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>.

Writing support: I encourage you to schedule an appointment for individual writing tutoring at the UIC Writing Center (312.413.2206): <http://www.uic.edu/depts/engl/writing/>. It's free and anonymous, and a great resource to learn strategies to improve your writing, especially for professional work. As you advance in your training and profession you will be expected to have good writing skills, and because the expectation is that you acquire these skills during your college education you will rarely receive guidance and support in this area in the same way that is available to you at this stage. Contact the Writing Center a few days before you would like an appointment to ensure that you do find a suitable slot, and schedule your appointment a few days before an assignment is due, this way you have time to implement any recommendations they make. Be sure to request specialty tutors who are designated as WID (Writing in the Discipline) for Psychology. They're typically advanced psychology or sociology students who are knowledgeable of APA standards and the style of writing required for the field. Make sure you do not have someone at the Writing Center read confidential information about any participants. Only I or the TA can review this information.

Students with Disabilities. If you require accommodations for access and participation in this course you must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Observance of Religious Holidays. *Campus Policy States:* The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Incomplete Grades. University policy on incomplete grades is very strict and it's the policy that will be followed for this course. An incomplete grade will only be granted under the *most extreme circumstances*. Do not request to be considered for an incomplete grade unless the following conditions apply (taken from the Undergraduate Catalogue):

Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade. The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due. The instructor must submit an Incomplete Report with the final grade roster for the IN to be recorded. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report. In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report. An IN must be removed by the end of the student's first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence. When the student submits the work, the instructor will grade it and change the IN to the appropriate grade. If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

If you have any problems or concerns throughout the semester, please discuss these with me as soon as possible and no later than the last week of classes. Don't wait until the end of the semester, when it may be too late to consider options to resolve a matter. Feel free to write to me, call me, or schedule a meeting with me to consult about any problems or concerns.

Tentative Schedule

Week	Date	Topic
1	Tue 1/12	Meet & greet, syllabus review, & course overview <i>Activity:</i> Diversity & Multiculturalism
	Thu 1/14	Chapter 1: Introduction—Philosophy & Organization <i>Activity:</i> Understanding What Helping Is All About
2	Tue 1/19	Chapter 2: Foundations & Preparations <i>Activity:</i> Understanding What It Means To Be A Client
	Thu 1/21	<i>Activity:</i> Five Key Values & role play
3	Tue 1/26	Chapter 3: Basic Attending, Listening, & Action Skills <i>Activity:</i> Listening For Core Messages Encouraging, Paraphrasing, & Summarizing (Ivey et al., 2014, p.147-152)—posted on Blackboard as supplemental reading
	Thu 1/28	<i>Activity:</i> Listening To Key Opportunities & role play
4	Tue 2/2	Chapter 4: Directives—Questions & Action Skills <i>Activity:</i> Encouragers, Paraphrasers, & Summarizations Reflecting Feelings (Ivey et al., 2014, p. 160-172)—posted on Blackboard as supplemental reading
	Thu 2/4	<i>Activity:</i> Practicing Reflection of Feelings & role play DUE: Journal 1. No later than 2P.
5	Tue 2/9	Chapter 5: Evidence-Based Relationships <i>Activity:</i> Empathic Responses & Probes
	Thu 2/11	<i>Activity:</i> Probing For Action & role play

6	Tue 2/16	Chapter 6: An Overview of the Interview Process <u>Activity:</u> Identifying Different Areas Needing Challenge
	Thu 2/18	<u>Activity:</u> Confrontation of Incongruity & Conflict, & role play
7	Tue 2/23	Chapter 7: Intake Interviewing & Report Writing <u>Activity:</u> Review interview consent and protocol
	Thu 2/25	<u>Activity:</u> Practice interview consent & protocol, & role play DUE: Journal 2. No later than 2P.
8	Tue 3/1	Chapter 8: The Mental Status Examination (MSE) <u>Activity:</u> Practice & write MSE, & role play
	Thu 3/3	<u>Activity:</u> Visit interview rooms & brief interview practice
9	Tue 3/8	Chapter 9: Suicide Assessment <u>Activity:</u> Client sample & role play
	Thu 3/10	Chapter 10: Diagnosis & Treatment Planning <u>Activity:</u> Client sample & role play
10	Tue 3/15	INTERVIEW 1 & SUPERVISION
	Thu 3/17	INTERVIEW 1 & SUPERVISION DUE: Journal 3. No later than 2P.
11	Tue 3/22 Thu 3/24	SPRING BREAK – NO CLASSES
12	Tue 3/29	INTERVIEW 2 & SUPERVISION
	Thu 3/31	Chapter 11: Interviewing in a Diverse & Multicultural World <u>Activity:</u> Client sample & role play

13	Tue 4/5	INTERVIEW 2 & SUPERVISION
	Thu 4/7	Chapter 12: Challenging Clients & Demanding Situations <u>Activity</u> : Client sample & role play
13	Tue 4/12	Chapter 13: Interviewing & Working with Young Clients <u>Activity</u> : Client sample
	Thu 4/14	<u>Activity</u> : Role play client sample
14	Tue 4/19	Chapter 14: Principles & Tips for Interviewing Couples & Families <u>Activity</u> : Client sample
	Thu 4/21	<u>Activity</u> : Role play client sample DUE: first draft of Interview Report. No later than 2P
15	Tue 4/26	CASE PRESENTATION & Group Supervision
	Thu 4/28	CASE PRESENTATION & Group Supervision
16	Tue 5/3 Thu 5/5	FINALS WEEK: final draft of Interview Report due